DOCUMENT RESUME

ED 142 472 SO 010 166

TITLE	The School in Its Relations with the Community. Research Projects EUDISED 1975-1977.
INSTITUTION	Council of Europe, Strasbourg (France).; Documentation Centre for Education in Europe, Strasbourg (France).
PUB DATE	77
NOTE	32p.; Not available in hard copy due to poor reproducibility of original document; For a related document, see SO 010 167
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Abstracts; Bilingual Education; Community Development; *Comparative Education; Computer Oriented Programs; *Data Analysis; Documentation; Educational Problems; *Educational Research; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Parent School Relationship; Race Relations; Research Projects; *School Community Relationship; Social Change; Social Environment
IDENTIFIERS	England; France; Ireland; Netherlands; Norway; Spain; Sweden; West Germany

ABSTRACT

The document presents abstracts of 40 research projects dealing with the relationship between school and community in Europe. These have been compiled by the European Documentation and Information System for the Education Project, (EUDISED). The aim of the EUDISED project is to create a computer-based network of national agencies dealing with educational research and development. Although the document includes research only in English and French, the data base of the EUDISED system contains over 200 abstracts in German and is able to accept abstracts in Dutch and Spanish. Topics discussed include language and social class, student leisure activities, parent-school relations, language development of children, problems and effects of teaching about race relations, student attitudes, school dropouts, the relationship between education and the environment, and immigrant education. Countries for which research is reported are France, Sweden, England, Ireland, Holland, Norway, West Germany, and Spain. The format of each abstract includes the project title, the country reporting the research, institute which carried out the research, source of finance, descriptors in French and English, description of the project, and related publications. (Author/DB)

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ED142472

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CONSEIL DE L'EUROPE

Strasbourg, 31. V. 1977

DECS/Doc (77) 15
Bil.

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INTRODUCTION

In this document is reproduced a selection of research abstracts concerning the topic "The school in its relations with the community" taken from the 728 which have to date been published in EUDISED R & D Bulletin (Experimental issue 1975, 1/76 and 2/76). The theme "The school in its relations with the community" has been chosen because it is the main theme of the tenth session of the Standing Conference of European Ministers of Education (Strasbourg, June 1977), to which this document is submitted for information.

The EUDISED project (European Documentation and Information System for Education) aims at the creation of a computer-based network of national agencies dealing with educational information. So far, the greatest progress has been made with that part of the project concerning educational research and development, but work has also been undertaken in the fields of audio-visual materials and educational periodicals.

The EUDISED system does not yet offer the possibility to interrogate directly the data base. The present document is an attempt to show the type of data which it will be possible to retrieve in the near future. In this document only research reported in English or French has been reproduced, these being the official languages of the Council of Europe. The data base does, however, in addition already contain some 200 abstracts in German and is able to accept abstracts written in Dutch and Spanish.

For the purposes of this selection the following descriptors from the multilingual EUDISED thesaurus were used :

bilingualism; community; community development; cultural environment; cultural heritage; environment; ethnic minority; ethnic origin; ethnic relations; family environment; international understanding; local community; national minority; parent-school relation; parent-teacher relation; race relations; racial integration; rural area; school distribution; social adjustment; social behaviour; social class; social development; social discrimination; social environment; social inequality; social influence; social integration; social interaction; social origin; social policy; society; socio-economic status; transition from school to work.

EXPLANATORY NOTES

The project title (underlined) is preceded by the EUDISED serial number. In the next line the country reporting the research is indicated by means of the ISO code (eg. NO for Norway). "O" indicates that the project is ongoing, and "C" that it has been completed. The years refer to the beginning and completion of the project.

In the following line the name(s) of the researcher(s) are given. "Sup." indicates the person(s) supervising the research. "Inst." indicates the institute/organisation where the research is/was carried out. The following line gives, if appropriate, the parent institution. "Fin." indicates the source of finance.

The subsequent lines contain EUDISED descriptors, first in English and then in French. The description of the project follows. Finally, publications concerning the project are listed.

INTRODUCTION

Ce document reproduit une sélection d'analyses de recherche concernant le thème "L'école dans ses rapports avec la communauté" et choisies parmi les 728 qui ont été publiées jusqu'à présent dans EUDISED R & D Bulletin (Exemplaire expérimental 1975, 1/76 et 2/76). Ce thème a été retenu car c'est le sujet principal de la dixième session de la Conférence permanente des ministres européens de l'Education (Strasbourg, juin 1977), à laquelle ce document a été soumis pour information.

Le projet EUDISED (European Documentation and Information System for Education) a pour objectif de créer un réseau informatisé d'agences nationales traitant de l'information en matière d'éducation. Jusqu'à présent, c'est dans le secteur concernant la recherche et le développement en matière d'éducation que le plus grand progrès a été réalisé, mais des travaux ont également été entrepris dans les domaines des moyens audiovisuels et des périodiques spécialisés en sciences de l'éducation.

Le système EUDISED n'offre pas encore la possibilité d'interroger directement la banque de données. Ce document tend à exposer le type de données qu'il sera possible d'obtenir dans un avenir prochain. Dans ce document seuls figurent les projets de recherche rédigés en anglais ou en français, langues officielles du Conseil de l Europe. La banque de données contient déjà, cependant, quelque 200 analyses en allemand et peut recevoir des analyses rédigées en néerlandais et en espagnol.

Pour les besoins de cette sélection les descripteurs suivants, choisis dans le thesaurus EUDISED multilingue, ont été utilisés :

adaptation sociale; bilinguisme; carte scolaire; classe sociale; collectivité; collectivité locale; comportement social; compréhension internationale; développement des collectivités; développement social; discrimination sociale; environnement; héritage culturel; inégalité sociale; influence sociale; intégration raciale; intégration sociale; interaction sociale; milieu culturel; milieu familial; milieu social; minorité éthnique; minorité nationale; origine éthnique; origine sociale; passage à la vie active; politique sociale; relation parents-école; relation parents-enseignants; relations éthniques; relations raciales; société; status socio-économique; zone rurale.

NOTES EXPLICATIVES

Le titre du projet (souligné) est précédé du numéro de série EUDISED. A la ligne suivante le pays qui a soumis le rapport de recherche est indiqué au moyen du code ISO (par exemple, "N" pour Norvège). "O" signifie que le projet est en cours, et "C" que le projet est achevé. Les dates indiquent le début et la fin du projet.

A la ligne suivante le(s) nom(s) du (des) chercheur(s) sont indiqués. "Sup." signifie la/les personne(s) supervisant la recherche. "Inst." signifie l'institut/l'organisation où la recherche est/était conduite. A la ligne suivante figure, quand il y a lieu, l'établissement de tutelle. "Fin." indique la source de financement.

Les lignes suivantes contiennent les descripteurs EUDISED, d'abord en anglais et ensuite en français. La description du projet suit. A la fin sont indiquées les publications concernant le projet.

EUDISED R & D BULLETIN

Experimental issue 1975

EXCERPTS / EXTRAITS

5

1. 005 Caractéristiques individuelles, origine sociale et échec.
1969-1973

Stamback, Mira; Vial, Monique; Burguière, Evelyne; Breauté, Monique; Dichter, Monique; Duchein, Christiane;

Inst: Centre de Recherche de l'Education specialisée et de l'Adaptation scolaire (CRESAS), 29, rue d'Ulm, 75005 Paris.

Fin: CRESAS

psychological characteristics; schooling; pupil; primary education; nursery school; social origin; failure; follow-up study; psychodiagnostics; socio-economic status
caractéristique psychologique; scolarité; élève; enseignement primaire; école maternelle; origine sociale; échec; étude longitudinale; psychodiagnostic; status socio-économique

Cette recherche repose sur l'hypothèse que les caractéristiques psychologiques individuelles ne suffisent pas à expliquer la scolarité de l'élève de l'enseignement primaire et de l'école maternelle. L'origine sociale de l'élève joue un rôle important dans le devenir scolaire et principalement dans l'échec scolaire.

Une étude longitudinale reposant sur des psychodiagnostics et une enquête sur le statut socio-économique sert à étayer cette hypothèse.

Publications: Stamback, M, Vial, M. Problèmes posés par la déviance à l'école maternelle. In: Travaux du CRESAS, 1972
Vial, M.; Stamback, M. & Burguière, E. Caractéristiques individuelles, origine sociale et échec scolaire. Recherches pédagogiques.

2. 011 Etudes sur l'acquisition des structures syntaxiques et sémantiques dans la langue orale et écrite au cours de la scolarité primaire selon les milieux sociaux considérés
1972-1975

Cravatte, Astrid; Girondin, Chantal; Hudelot, Christian; François, Frédéric.

Inst: Université de Paris V, UER de linguistique générale et appliquée, Laboratoire de recherche sur l'alphabétisation, 12, rue Cujas, 75005 Paris.

Fin: CNRS (ATP)

language development; semantics; syntax; pupil; primary education; written expression; oral expression; social environment
développement du langage; sémantique; syntaxe; élève; enseignement primaire; expression écrite; expression orale; milieu social

Etude du développement du langage notamment de la sémantique et de la syntaxe chez l'élève de l'enseignement primaire aussi bien au niveau de l'expression écrite que de l'expression orale. Cette étude s'attache à démontrer l'influence variable du milieu social sur ce développement selon les tâches et les critères linguistiques considérés.

3. 015 Langage et classes sociales
1971-1974

Malrieu, Philippe; Simon, Jean; Bataille, Michel

Inst: Université de Toulouse II, UER des Sciences du comportement et de l'éducation, 56, chemin du Mirail, 31076 Toulouse Cedex

Fin: CNRS, ERA n Deg 130 "Processus psychologique de l'adaptation aux changements sociaux"

value system; social class; language development; cognitive development; achievement gain; experimentation; verbal test; non-verbal test; primary education; nursery school
système de valeurs; classe sociale; développement du langage; développement cognitif; progrès scolaire; expérimentation; test verbal; test non-verbal; enseignement primaire; école maternelle

Cette recherche tend à montrer le rôle des systèmes de valeurs et des systèmes d'attente des différentes classes sociales face au développement du langage de l'enfant et l'influence de ces systèmes sur la différenciation du développement cognitif et des progrès scolaires. Expérimentation questionnaire, test verbal et test non verbal, enquête constituent les divers instruments de cette recherche menée dans l'enseignement primaire et en école maternelle.

Publications: Simon, J; Gandelon-Salbayre, G. et Restagno, N. Langage et classes sociales chez l'enfant de six ans. Midi-Pyrénées Psychologie, 1971, 5-6, 20-29 (paru aussi dans Interéducation, 1971, n Deg spécial sur l'échec scolaire)
Simon, J; Bataille, M; Dombre, F et Laterrasse, C. Langage et classes sociales: attentes des mères de milieux socio-économiques différents quant au langage de leurs enfants. J. Psychol. Norm. Pathol. 1973, 1-2, 175-188.

4. 020 L'occupation des enfants durant leur temps libre, en fonction du type d'environnement
1973-1974

Chombart de Lauwe, Marie-José; Mayeur, Marie; Perrot, Martyne

Inst: CNRS Ecole pratique des Hautes Etudes VI3. Section, Centre d'Ethnologie sociale et de Psychosociologie, 1, rue du 11 novembre, 92120 Montrouge.

Fin : CNRS, EPHE

child; social environment; environment; adult; ideology; childhood; free time; observation
enfant; milieu social; environnement; adulte; idéologie; enfance; temps libre; observation

C'est au travers de pratiques que s'établit la relation enfant/milieu social. Ces pratiques dépendent de l'environnement offert par les adultes, environnement qui reflète l'idéologie des adultes relative à l'enfance. Cette étude met au point une grille d'observation des enfants durant leur temps libre, selon différents milieux sociaux et institutionnels.

5. 094 Hem och skola i samverkan för bättre social anpassning (Home and school in co-operation for improved social adjustment)
1973-1975

Nilehn, Kerstin; Johannesson, Ingvar

Inst: Lunds Universitet, Pedagogiska Institutionen, Fack S-220 07 Lund 7

Fin: Allmanna Barnhuset

parent-school relation ; primary school ; secondary school ; Sweden ; social interaction ; experimental class
relation parents-école ; école primaire ; école secondaire ; Suède ; interaction sociale ; classe expérimentale

The purpose of the project is to study the parent-school relation in the primary school and in the secondary school in Sweden. The project will map the existing forms of cooperation between home and school. It will also try to renew the content of the contacts so that they can lead to a deepening of the social interaction between teachers, pupils and parents. A survey has been conducted with all pupils, parents and teachers in a school district. In some experimental classes increased contacts have been tried out. Data are now being analysed.

Publications : Nilehn, K. Hem och skola i samverkan för bättre social anpassning. Pedagogiska institutionen, Lund : Universitet, 1974 (Stencilled)

6. 109 Språkutveckling och social påverkan. (Language development and social influences)
1972-1974

Erasmie, Thord

Inst: Lararhogskolan Linkoping, Pedagogiska Institutionen, Box 3129 S-580 03 Linkoping

Fin: Swedish Social Science Research Council

language development ; child ; speech skill ; vocabulary ; sentence ; pronunciation ; family environment ; verbal behaviour ; social environment
développement du langage ; enfant ; facilité de parole ; vocabulaire ; phrase ; prononciation ; milieu familial ; comportement verbal ; milieu social

The language development of children , 4-6, 5 years old, was studied in 1963. The children's speech skill was tested individually. Examples of variables studied are passive and active vocabulary, sentence, length and pronunciation. The findings were related to intelligence, constellation of siblings, educational level of parents and the amount of books at home. The results showed that language development depends on the children's family environment. The projected research will study the present language skill of these 1963 children. Its main aims are to study the validity of the prognosis made in 1963, to determine to what extent verbal behaviour is related to social environment and to study the structure in written sentences and relate the complexity to social factors and variables concerning intellectual ability. Relevant data will be obtained by means of document analyses, achievement test, questionnaires and analyses of the structure in written sentences

Publications: Erasmie, T. Barnets språkutveckling. 2nd rev. ed. Stockholm, 1970
Erasmie, T. Studier rörande språkutvecklingen hos barn i åldern 4-6, 5ar. Linköping : Lärarhögskolan, 1964 (Stencilled)
Buren, A. & Forslund, K. Sociala faktorers inverkan på barns språkutveckling. Linköping : Lärarhögskolan, 1973 (Stencilled)
Andersson, J. & Fall, L. Studier rörande verbal fluencyförmåga hos barn och ungdom i åldern 12-16 år. Linköping : Lärarhögskolan, 1973 (Stencilled)
Dahlen, A. B. Förstudie till en undersökning av grunddrag i språkförmågan hos elever på grundskolans högstadium. Linköping : Lärarhögskolan, 1974 (Stencilled).

7. 115 Utveckling av jämställdshetsattityder (Development of attitudes towards equality)
1974-1978

Bjerstedt, Ake; Wiechel, Lennart; Jernryd, Elisabeth

Inst: Lärarhögskolan i Malmö, Pedagogisk-psykologiska institutionen, Fack S-200 45 Malmö 23

Fin: National Board of Education

attitude ; intergroup relations ; role expectation ; ethnic minority ; sex ; primary school ; lower secondary ; stereotype ; immigrant ; interaction ; role perception
attitude ; relations intergroupes ; attente de rôle ; minorité ethnique ; sexe ; école primaire ; secondaire premier cycle ; stéréotype ; immigrant ; interaction ; perception de rôle

The project, which is in its initial stage, aims primarily at construction and testing methods for studying attitudes, intergroup relations and role expectations towards ethnic minority groups and sex role expectations in the Swedish primary school and lower secondary school. Earlier studies have shown marked sex-role stereotypes and tendencies for attitudes towards immigrant and other minority groups to become more negative during the years in compulsory school. By means of the methods constructed certain aspects of the development in question will be mapped and some different possibilities for developing more desirable attitudes and behaviours will be explored. Among other techniques, interaction analysis and role perception tests will be tried out.

Publications: Bjerstedt, A. (Ed.) Utveckling av jämställdhetsattityder. (Development of attitudes towards equality) Malmö : School of Education, 1973. (Stencilled).

8. 121 Education for a multi-racial society
1973-1976

Derrick, June; Worrall, Mary; Hadi, Shirley

Inst: National Foundation for Educational Research, The Mere, Upton Park, Slough, Berks

Fin: Schools Council £ 126,500

curriculum ; guidance ; teacher ; teaching aids ; racial integration ; culture
programme d'études ; orientation ; enseignant ; moyens d'enseignement ; intégration raciale; culture

(1) To identify ways in which the curriculum can contribute towards education for life in a multiracial society. (2) To offer guidance and help to teachers, with or without multiracial classes, and to prepare pupils for life in a multiracial society. (3) To prepare teaching aids that will help teachers in schools with racial integration to meet the needs arising from a diversity of cultures within the schools. (4) To evaluate and disseminate materials and information working groups of teachers will be established, in multiracial and non-racial areas, which will meet on a regular basis to consider different facets of the curriculum from a multiracial perspective and to develop exemplary materials. It is intended that NUT and NAME will be closely involved in the work of these groups.

Publications: Schools Council Working Paper 50. Multiracial education : need and innovation. Evans/Methuen Educational Publications.

9. 124 General analysis of longitudinal research data on psychological development from 0-17 years
1970-1975

Hindley, Colin; Moore, Terence

Inst: London University, Institute of Education, Malet Street, London W.C. 1

Fin: Social Science Research Council £ 24,000

ability; intelligence quotient; environment; personality; creativity; adolescence; childhood; sex; social class; child development; intelligence; physical development; follow-up study
capacité; quotient intellectuel; environnement; personnalité; créativité; adolescence; enfance; sexe; classe sociale; développement de l'enfant; intelligence; développemer t physique; étude longitudinale

Currently the data on development abilities up to 17 years are being analyzed. Factors associated with genera rise and fall of intelligence quotient, will be investigated, and early environment personality factors which favour creativity in adolescence. At a later stage the extent of consistency and change in personality from early childhood to adolescence. The relationship to personality development to family background and to physical growth and maturity is studied. Material has been analyzed on the kinds of abilities which can be distinguished in infancy; on sex and social class differences, and on the extent to which intelligence at 11 years can be predicted from the level of child development. Data are being analysed on an initial sample of 222 normal children who have been seen fairly regularly from birth to 17 years and are being analyzed in relation to social and family background and to physical development. This is a follow-up study.

Publications: Hindley, C. B. Testing of infant development and prediction of 11 yearIQ. Proceedings of the Royal Society of Medicine, 64, 1971 p. 475

10. 128 Moral education 8-13 years
1972-1976

McPhail, Peter

Inst: Oxford University, Department of Educational Studies, 15, Northam Gardens, Oxford OX 2 6PY

Fin: Schools Council £ 47,248

moral development; social development; teacher; play; need
développement moral; développement social; enseignant; jeu; besoin

The project will carry out research designed to increase knowledge of how children in the 8-13 age range learn socially and morally, and to discover what part schools can play and are willing to undertake in this area. The project will produce a teacher's book about moral development and social development, and the role school plays in such learning. It will also provide pupil materials which will also provide pupil materials which will help children to make personal choices. Much of the research will be done in connection with working parties of teachers and will involve the collection of evidence about children's needs as shown in creative self-expression, play and social behaviour. It is hoped that this study of the needs, interests and responses of 8-13 year old children will yield a coherent theory about moral and social learning. Material will be tested in about 50 trial schools, and revised in the light of feedback from these and a further 100-200 schools.

Publications: McPhail, Peter: The moral education curriculum project. In: Let's teach them right. ed. Macy, C. Pemberton Publishing Co. 1969
McPhail, Peter. Education for change. New University, February 1970
McPhail, Peter. The motivation for moral behaviour. Moral Education Vol 2, No. 2
McPhail, Peter. Adolescent problems of adjustment. In: Essays to a young teacher. ed. Howat, G.M.D. Pergamon, 1968
McPhail, Peter. Education for living well. Journal of the Institute of Health Education. Spring 1972
McPhail, Peter. Learning to live with Ulster. T.E.S. 28.4.72
Ungoed-Thomas, J.R. Race relations and moral education. Race today. October 1970
Ungoed-Thomas, J.R. The school as a community. Youth Service Vol. 12, No. 2
Schools Council. Raising the school leaving age. (Working Paper 2) HMSO 1965

11. 133 Problems and effects of teaching about race relations
1972-1975

Stenhouse, Laurence

Inst: East Anglia University, Centre for Applied Research in Economics, Earlham Hall, Norwich

Fin: Social Science Research Council £ 37,715

teacher; pupil; race relations; attitude; hostility; case study; classroom; adolescent
enseignant; élève; relations raciales; attitude; hostilité; étude de cas; salle de classe; adolescent

The aim of this study is to explore the problems faced by teachers and pupils when schools teach about race relations and to examine the effects of such teaching on pupils' attitudes. It is hoped that results will be of use to all teachers embarking on courses dealing with racial attitudes. Two or possibly three differing strategies will be mounted in schools. Measures of racial attitudes before and after teaching will be related to measures of hostility to school and to the teacher's use of his authority. Case study techniques will be used to document the problems encountered in the classroom. The children taught will be adolescents.

12. 144 The Northern Ireland Schools Project in Community Relations
1972-1978

Malone, John; Crone, Robert; Larkin, Roisin

Inst: Belfast: Queen's University, Institute of Education, University Road, Belfast, BT7 1NN

Fin: Community Relations Commission £ 50,000

curriculum; community development; secondary school; moral value; tolerance; follow-up study; parent-teacher relation; family environment
programme d'études; développement des collectivités; école secondaire; valeur morale:tolérance; étude longitudinale; relation parents-enseignants; milieu familial

To discover to what extent the schools curriculum influences community relations and how far schools may contribute to the improvement of community development in Northern Ireland. To engage teachers from a representative sample of secondary schools in examining the moral values and cultural pattern underlying their first form curriculum and in experimenting with content, method, organisation and relationships, which may help their pupils towards tolerance and trusting behaviour. A four year follow-up study will be made of the pupils in the 1974 intake to eight secondary schools. Methods used include assistance with resource provision, parent-teacher relations and home-school-local community relations, and provision of consultancy services, in the family environment.

13. 172 Waarom naar de christelijke school ? (Why the protestant school ?)
1972-1974

Flaman, D.J.; Westra, T.; Moinat, M.A.; De Jonge, J.

Inst: Free University, Institute for Applied Social Research, Prins Hendriklaan 27-29, Amsterdam

Fin: Amsterdam Free University, Hoevelaken Christelijk Pedagogisch Studiecentrum

denominational school; motivation; parents; child; primary school; protestantism; scripture; religious education; curriculum; parent-school relation; value
école confessionnelle; motivation; parents; enfant; école primaire; protestantisme; écriture sainte; éducation religieuse; programme d'études; relation parents-école; valeur

Dutch schools can be non-denominational or denominational schools. This is a research into motivation of parents for sending their children to protestant primary schools. A survey among parents showed that they expect these schools to pay attention to religious values of protestantism; to teach the scriture, and to include religious education in the curriculum. Results of the survey indicate in which direction the protestant schools must orient their teaching in order to maintain a good parent-school relation.

Publications: Flaman, D.J.; J. de Jonge en T. Westra. Waarom naar de christelijke school? Een toegenast sociaal-wetenschappelijk onderzoek naar de motivatie voor het protestant christelijk onderwijs. (Why the protestant school? Applied Social Research into the motivation for protestant education). Band I en II. Amsterdam: Instituut voor toegepast sociaal wetenschappelijk onderzoek van de Vrije Universiteit, 1974.

14. 181 Norwegian children's opinions of other nations depending on where in Norway the children live
1972-1974

Brock-Utne, Birgit; Ottestad, Torbjørn; Skarbrevik, Karl J.

Inst: Tromsø laererskole, N-9000 Tromsø.

international understanding; Norway; attitude; stereotype; USA; USSR; Germany DR; Germany FR; China; lower secondary; questionnaire; sex difference; family environment; mass media
compréhension internationale; Norvège; attitude; stéréotype; Etats-Unis; URSS; Allemagne RD; Allemagne FR; Chine; secondaire premier cycle; questionnaire; différence de sexe; milieu familial; moyens d'information

A study in the field of international understanding among children in Norway on their attitudes and stereotypes to USA, USSR, Germany DR, Germany FR, and China. 494 pupils in lower secondary school filled in a questionnaire with 20 scales. The stereotypes found followed the common east-west dimension, though the attitudes to USA had changed in a negative direction during the last 20 years. China was an exception on the east-west dimension, described as hard-working, industrious and poor. The most positive attitudes to USSR were found in northern Norway (Kirkenes) near the border, and the least positive attitudes were found near Oslo (Baerum) in the southern part of the country. The reverse tendency was found for attitudes to USA. The were clear sex differences in the description of nations. Main information sources for opinions were the school, family environment and mass media.

15. 183 School dropouts in a middle-class suburban community near Oslo 1968-73 1973-1974

Austad, Linnea L.; Buberg, Annelise

Inst: Baerum kommune, Skolekontoret, N- 1300 Sandvika.

Fin: Kirke- og undervisningsdepartementet. Baerum kommune

dropout; lower secondary; interview; tutorial; guidance; parent-school relation; socio-economic status; delinquent; truancy; narcotic
abandon d'études; secondaire premier cycle; entretien; préceptorat; orientation; relation parents-école; statut socio-économique; délinquant; école buissonnière; stupéfiant

The primary aims of the investigation were to find the reasons why the pupils left school, what had been done to help them to adjust and what they had done after the school dropout. In all, 112 pupils failed to finish lower secondary school, i.e. 9-year obligatory school in Baerum during 1968-73 (the first five years following the law making 9 years schooling mandatory). Of these 112, 92 were interviewed with a combination of structured and unstructured interview carried out in the homes. The interviews varied in duration from 45 minutes to 3 hours. Tutorial help was used sporadically and often with vague pedagogical goals. Nearly 50 felt they had profitted from guidance. There was often a bad parent-school relation. 43 said there was never any contact between school and home. The great majority of the dropouts had working-class parents. 49 have never been unemployed after leaving school. The extent of delinquent activities high 70 with frequent truancy; 45 had used narcotics; 40 in contact with police and 10 in prison.

16. 186 Yrkesvalgtenkning og miljø. En studie av miljøfaktorer og deres forhold til ungdomsskoleelevers yrkesvalgtenkning (Vocational planning and environment. A study of selected environmental factors and their relation to the vocational planning of Norwegian high-school pupils aged 14-16 years) 1968-1973

Bull-Njaa, Tove; Stensaasen, Svein

Inst: Universitetet i Oslo, Pedagogisk forskningsinstitutt, Box 1092, Blindern, N- Oslo 3.

occupational aspiration; family environment; class; environment; local community; lower secondary; social status; employment; sex difference; opinion
aspirations professionnelles; milieu familial; classe; environnement; collectivité locale; secondaire premier cycle; statut social; emploi; différence de sexe; opinion

The study represents an attempt to analyse the importance of selected environmental factors, trying to test out whether a connection can be observed between young people's vocational aspirations and different environmental levels. The levels chosen were the family environment, the class environment,

and the local community. 1312 pupils in lower secondary school responded to questionnaires. Expectations regarding pupils career planning and fathers' social status, fathers' employment, parents' opinions, social status characteristics of their school classes and the combination and structure of trades in their local community found support. In addition, sex differences were also found of importance.

Publications: Bull-Njaa, Tove. Yrkesvalgtenkning og miljø. Mimeogr. Oslo 1973. 134 p., app.
ISBN 82-569-4046-8

17. 219 Repressionsfreie Förderung behinderter und nicht behinderter Kinder im Vorschulalter (Liberal enrichment programme for normal and handicapped children at pre-school age)
1969-

Ullner, Karin; Ullner, Rolf

Inst: Kindergarten Pasing, Pädagogisches Zentrum e.V., 8 München 60, Flossmannstr. 1

Fin: Pädagogisches Zentrum e.V.

parents; integration; mentally handicapped; child; physically handicapped; nursery school; creativity; critical ability; conflict; community
parents; intégration; handicapé mental; enfant; handicapé physique; école maternelle; créativité; sens critique; conflit; collectivité

With the help of the parents, a concept is being tested with the aim of encouraging the integration of mentally handicapped and physcally handicapped children into a group of healthy children at nursery school. This concept acts freely on the child's self control without any pressure of achievement, stimulates creativity, encourages the development of critical ability and the capacity to deal with conflicts. In order that the children retain their feeling of security without the protection of the home and nursery school, a further step towards integration into the community is aimed at. The working team members who are allowed to take educational vacation annually, meet weekly for discussions. Along with the parents, they take part in encounter groups.

Publications: Ullner, K. & Ullner, R. Repressionsfreie Förderung von behinderten und nicht behinderten Kinder im Vorschulalter. Neuburgweier 1973.
Arbeitsgruppe Vorschulerziehung. Vorschulerziehung in der Bundesrepublik. Eine Bestandsaufnahme zur Curriculumentwicklung. München 1974.

EUDISED R & D BULLETIN 1/1976

EXCERPTS / EXTRAITS

18. 228 La scolarisation à l'école élémentaire des enfants d'un quartier défavorisé d'une ville du nord de la France. Le discours des instituteurs sur l'école et sur le quartier
FR O 1973-1978

Chretiennot, Claude

Inst: Centre d'Etude et de Recherche Pluridisciplinaires en Psychologie U.E.R. de Philosophie et de Sciences Humaines, Chemin du Thil-Campus universitaire, 80044 Amiens Cedex
Université d'Amiens, Chemin du Thil-Campus universitaire, 80044 Amiens Cedex

Fin: Université d'Amiens

educational provision: socially handicapped; teacher behaviour; primary school; cultural heritage; lower class
scolarisation; handicapé social; comportement de l'enseignant; école primaire; héritage culturel; classe inférieure

Plan de recherche et hypothèses: L'école élementaire parvient mal à prendre en compte les problèmes spécifiqiques des enfants d'origine socio-culturelle défavorisée. Comment les instituteurs envisagent-ils cette situation et comment la rationalisent-ils?

Méthode: Enquête statistique sur un quartier défavorisé et sur son école. Entretiens non directifs auprès des instituteurs.

19. 311 Internationalisering i om folkbildningsarbetet, INFA (Internationalization in popular education)
SE O 1975-1978

Kylhammar, Olle; Norbeck, Johan
Sup: Werdelin, Ingvar

Inst: Pedagogiska institutionen, Department of Educational Research, Gasverksgränd 3, S- 582 22 Linköping 1
Linköping School of Education, Box 3129, S- 580 03 Linköping 3

Fin: The National Board of Education

adult education; curriculum; integrated curriculum; international studies; internationalism; international understanding; life-long education
éducation des adultes; programme d'études; programme d'études intégré; études internationales; internationalisme; compréhension internationale; éducation permanente

Background: The need for a greater international element in popular education courses, and differences, in recruiting participants for courses dealing specifically with international issues.

Aims: To survey, develop and test educational models for the integration of international aspects in popular education; to define the concept internationalization in popular education; to investigate the aims for internationalization in popular education; to investigate forms and methods adopted in order to realize these aims; to study attitudes of participants, study leaders and organizers to international matters and to related activities to develop and test educational models for integration e. g. as regards subject matter in study materials, to promote organizational co-operation between different agents of popular education, the combination of different media in education and the spreading of information. Questions concerning educational methods and teacher/leader training should also be taken into consideration.

Methods: Personal interviews with people in leading positions within popular education or with people particularly engaged in internationalization within popular education. Questionnaires to study circle leaders, to study organizers at district levels and to folk high school teachers, principals and chairmen. Observations in study circles. Experimental testing of models for the integration of international material in regular courses and models for communicating information about them in a way that will stimulate leaders and teachers to use them.

20. 450 Glesbgdens skolfrågor, del III tvåspråkighetsproblem (Educational problems in rural areas, part III. Problems of bilinguaslism)
SE C 1972-1976

Rönark, Walter; Wikström, Joel
Sup: Henrysson, Sven

Inst: Pedagogiska institutionen, Department of Education, Umeå universitet, S- 901 87 Umeå

Fin: The National Board of Education

bilingualism; rural area; spoken language; national minority; performance; Swedish; Finnish
bilinguisme; zone rurale; langage parlé; minorité nationale; performance; suédois; finnois

Background: Social development has resulted in a reduction of the population in the rural areas which also has had its effects on schools. The quantitative strategy which has been used within the field of education has given an increased centralization as regards schooling, that probably has had certain advantages in respect of economic administration and perhaps also of the recruitment of teachers. The education problems within these areas cannot be regarded only as a question of centralization or decentralization but also include for example questions of two cultures, multilinguaslism and the socialization in the homes that in essential respects do not accord with the expectations of society. The possibilities for an adequate education and good achievement depend on linguistic capacity. Cognitive and affective abilities as well as attitudes are to a great part transferred through verbal communication. Furthermore, judgements in respect of individuals are almost solely based on verbal tests of different kinds, e. g. intelligence tests and other standardized achievement tests as well as oral accounts.

Aims: To give a description of the present linguistic situation as regards Swedish and Finnish in form 4 in the Torne Valley. To investigate if and to what extent oral accounts are affected by the linguistic capacity in Swedish of bilingual (Swedish-Finnish) pupils in the Torne Valley.

Methods: The subjects were tested to find out their linguistic performance in the two languages. In addition to constructed tests a combination of the grade in Swedish and teacher estimations of language habits and knowledge of Finnish were used. The subjects were also interviewed, and these interviews were graded regarding language performance. The subjects were given series of pictures and were told to give an account of these in the two languages. These accounts were recorded and graded by different persons.

Results: The data collected are being analyzed.

Publications: Johansson, H. & Wikström, J. Definition and measurement of bilingualism. Study of literature. Pedagogiska Monografier, Umeå, n° 15 1974, 24 p. (in Swedish)
Wahlberg-Orving, K. Construction and evaluation of a test measuring language performance in Finnish in the Torne Valley. University of Umeå 1975 (in Swedish).

21. 451 Les paysans et l'école
FR O 1970-1978

Brangeon, Jean-Louis; Dauce, Pierre; Jegouzo, Guenhaël

Inst: Station d'Economie Rurale de Rennes, 65 rue de St. Brieuc, 35042 Rennes Cedex
Institut National de la Recherche Agronomique, 149 rue de Grenelle, 75007 Paris

Fin: Institut National de la Recherche Agronomique

agricultural education; rural population; pre-school education; family environment; social handicap; guidance; working class
enseignement agricole; population rurale; éducation pré-scolaire; milieu familial; handicap social; orientation; classe ouvrière

L'analyse a pour but de décrire et d'expliquer les relations entre les paysans et l'école: -en prenant en compte deux types d'enseignement peu ou pas du tout étudiés jusqu'à présent: l'enseignement pré-scolaire et l'enseignement agricole; - en exposant les disparités dans l'offre d'éducation selon l'origine sociale et géographique; -en développant l'étude économique des stratégies familiales d'éducation; -en montrant comment l'école joue le rôle d'une institution d'expulsion hors de l'agriculture.

L'étude s'appuie sur de nombreuses enquêtes. Les lacunes des grandes enquêtes scolaires ont été comblées par des observations plus détaillées. Celles-ci ont conduit à mesurer, non seulement des parcours scolaires, mais le coût pour les familles des enfants scolarisés, l'offre scolaire en zone rurale, les trajectoires professionnelles et sociales.

Les résultats montrent que si les jeunes d'origine agricole sont beaucoup plus scolarisés qu'autrefois, ils font toujours partie des couches sociales les plus exclues du savoir. Mais la sous-scolarisation du milieu agricole est essentiellement le fait des jeunes issus de la petite et moyenne paysannerie, en raison en particulier de processus de sélection par l'argent. Dans la mesure où le système scolaire accélère l'expulsion hors de la petite et moyenne agriculture, il intensifie le processus de transformation de la population agricole en population ouvrière.

Publications: Jegouzo, G.; Brangeon, J.L. Les chances scolaires des enfants de paysans. Economie et statistique, n° 67, mai 1975, pp. 3-21.
Le retard de la pré-scolarisation dans les campagnes; P. Dancé. Rennes: I.N.R.A. Station d'Economie Rurale de Rennes, 1975, 156 p.
Les Paysans et l'école; G. Jegouzo et J.L. Brangeon. Paris: Cujas, 1976.

22. 447 La relation enfant-environnement. Les conflits.
FR C 1975-1976

Chombart de Lauwe, Marie-José; Bonnin, Philippe; Mayeur, Marie; De la Soudière, Martin; Perrot, Martyne; Rieunier, Catherine

Inst: Centre d'ethnologie sociale et de psychosociologie. Laboratoire Associé C.N.R.S.-EHESS, 1, rue du Onze-Novembre, 92120 Montrouge
Centre National de la Recherche Scientifique, 15, Quai Anatole France, 75006 Paris et Ecole des Hautes Etudes en Sciences Sociales, 54, Boulevard Raspail, 75006 Paris

Fin: Haut Comité de l'Environnement, Ministère de la Qualité de la Vie et l'Environnement

environment; child; socialization; space perception; age group; social class
environnement; enfant; socialisation; perception de l'espace; groupe d'âge; classe sociale

La recherche se situe dans un ensemble de travaux menés au Centre d'ethnologie sociale et de psychosociologie, par M.J. Chombart de Lauwe sur la socialisation des enfants. Elle porte plus particulièrement sur les pratiques des enfants dans des environnements différents. Elle concerne les enfants de 6 à 14 ans, au moment où ils ont acquis le contrôle physique de l'espace, et où ils se socialisent en tant que catégorie sociale d'âge possédant un statut commun.

La problématique s'articule autour de deux axes: - Approfondissement et critique des notions d'environnement et d'espace de l'enfant. Introduction de la notion d'univers de socialisation qui englobe à la fois les données socio-géographiques, urbanistiques, institutionnelles, et idéologiques relatives à l'enfant, les statuts des espaces, et la place faite aux enfants. -Réflexion sur les concepts d'enfant. Il est analysé ici en tant qu'individu en évolution, en tant que membre d'une classe sociale et d'une catégorie sociale d'âge ou catégorie socio-génétique.

La méthode est multidisciplinaire (urbanisme et géographie, architecture, sociologie et ethnologie, psychologie). Quatre terrains très contrastés sur le plan de l'urbanisme de l'habitat, de la place faite à l'enfant, sont analysés en profondeur à l'aide d'une grille d'observation (vieux quartier, villages, deux types de villes nouvelles). Les enfants sont observés par des approches variées: observation directe des pratiques (lieux de regroupements, parcours...), interviews, dessins du quartier, dessins du quartier transformé, lieux imaginaires et rêvés.

Les résultats mettent en évidence les territoires des enfants, leurs systèmes de représentations et les types de socialisation induits par les statuts des espaces: conformiste, créatif, en opposition ou non.

Publications : Enfant en jeu. Les pratiques des enfants durant leur temps libre en fonction des types d'environnement et des idéologies; Marie-José Chombart de Lauwe, Philippe Bonnin, Marie Mayeur, Martyne Perrot, Martin de la Soudière Paris: Ed. du CNRS, 1976, 316 p.
La relation enfant-environnement, ses conflits; Marie-José Chombart de Lauwe, Philippe Bonnin, Marie Mayeur, Martyne Perrot, Martin de la Soudière, Catherine Rieunier. Montrouge: Centre d'ethnologie sociale et de psychosociologie; Paris : Ministère de l'Environnement, 1976, 250 p.

EXCERPTS / EXTRAITS

23. 472 La Educacion y el medio desde una perspectiva antropologica. La Celsa y la escuela de barrio. (The education and the environment from an anthropologic point of view. A Madrid district and its schools)
ES C 1975-1976

San Roman, Teresa
Sup: Lison Tolosano, Carmelo

Inst: Universidad complutense de Madrid. Facultad de Ciencias Politicas (University Complutense of Madrid)

Fin: Instituto Nacional de Ciencias de la Educacion

ethnology; observation; slums; gipsy; school, parent-school relation; Spain; socially handicapped
ethnologie; observation; taudis; gitan; école; relation parents-école; Espagne; handicapé social

This research forms part of a project aimed at analysing the interdependence of the educational process and the environment in which it takes place, from an anthropologic point of view. The aim is two-fold; to study the problems regarding the teaching situation from the point of view of a school in an isolated slum suburb in a large city, and to investigate the difficulties of those inhabiting the suburb-gypsies and non-gypsies.

The suburb described is part of Madrid. Its socio-economic situation was taken into consideration as well as the following factors: the school and its influence; the teachers' image; the parents and their educational levels and their attitudes towards educational provision.

The research project has for point of departure the hypothesis that the school system does not adapt itself to the demands nor to the characteristics of a community, and that the effort the population must make to adapt itself to the school system is even harder among gypsies. 40 mothers and 40 fathers, 57,5% of whom were gypsies with school children, answered a questionnaire.

The research method followed was observation by means of visits; information from teachers, social workers and the Gypsy Association of Madrid; as well as survey and interviews.

24. 481 En undersøkelse av forholdet mellom innvandrerbarns sosiale-og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children)
NO O 1976-1979

Opsand, Ole-Peter

Inst: Institutt for Samfunnsforskning (Institute for Social Research) Munthesgt. 31, N- Oslo 2

Fin: Ministry of Church and Education

immigrant; child; social policy; social system; social structure; social inequality; educational opportunity; equal opportunity; sociology of education; survey; interview; observation
immigrant; enfant; politique sociale; système social; structure sociale; inégalité sociale; chances d'éducation; égalité des chances; sociologie de l'éducation; enquête; entretien; observation

Aims: (1) To get a broad view of the social and educational situation of the different groups of immigrant children in Norway. (2) To get the opinion of persons and institutions involved, their definition of the situation, and to discuss the problems considered most crucial, and alternative problem-solving strategies. (3) To develop and pretest adequate methodological approaches and models necessary for applied research in this field.

Sample and methods: Interviews of immigrant and Norwegian children, teachers and administrators. Observation, projective tests, compositions and time budget surveys supported by and linked

25. 483 Modeller för undervisning av invandrarföräldar. (Models for teaching parents of immigrant children)
SE O 1974-1977

Ouvinen-Birgerstam, Pirjo
Sup: Johannesson, Ingvar

Inst: Pedagogiska institutionen, Lunds universitet (Department of Education, University of Lund)
Fack, S- 220 07 Lund 7
University of Lund, Fack, S- 221 01 Lund 1

Fin: The National Board of Education

immigrant; linguistics; bilingualism; Swedish; adult education
immigrant; linguistique; bilinguisme; suédois; éducation des adultes

The principle aims of this project are: - to develop and strengthen the parents' (especially the mothers') language ability both in their native language and in Swedish; - to develop models and methods for the organisation of an adequate teaching of immigrant children's parents; - to analyze the relationship between the parents' experiences and attitudes towards their own further instruction and their children's progress in Swedish schools.

About 50 mothers with children in the bilingual teaching project have been interviewed about their identity, language, work, leisure time, children, family and experiences as immigrants in a new country.

Publications: Ouvinen-Birgerstam, Pirjo. Kursverksamhet bland finska föräldrar. Folkbildningsarbetet, 1976. s. 9-11.
Ouvinen-Birgerstam, Pirjo. Finska invandrarfamiljer i Malmö. Pedagogiska rapporter, nr 10, Lund, 1976.

26. 484 Språkutvecklingen hos invandrarbarn i Sverige (SPRINS). (The language development of immigrant pupils in Sweden)
SE O 1976-1979

Tingbjörn, Gunnar
Sup: Ellegård, Alvar

Inst: Språkpedagogiskt Centrum (Language Teaching Research Centre)
Lärarhögskolan i Mölndal, Fack, S- 431 20 Mölndal
University of Gothenburg, Fack, S- 431 20 Mölndal

Fin: The National Board of Education

immigrant; linguistics, bilingualism; Swedish; language development
immigrant; linguistique; bilinguisme; suédois; développement du langage

The project aims principally at obtaining knowledge of the linguistic development process of immigrant pupils in Sweden, having different maternal languages and different lingustic stimulation at home and at school. The chief subject of the project will be a study of the various linguistic traits (vocabulary, syntax and phonemic systems) that imply difficulties for the pupils when they learn Swedish, and hence to illustrate the similarities and differences that exist between Swedish and the immigrant languages.

The investigation is planned to be carried out by means of interviews, tests and analyses of themes and of oral ability.

27. 486 La educacion y el medio desde una perspectiva antropologica: Plasencia
(Education and environment from an anthropological perspective: the teaching situation at Plasencia)
ES C 1975-1976

Garcia Redondo, Maria Luisa
Sup: Lison Tolosana, Carmelo

Inst: Universidad Complutense de Madrid. Facultad de Ciencias Politicas.

Fin: Instituto Nacional de Ciencias de la Educacion

ethnology; school system; school; parent-school relation; small town; social discrimination; observation; Spain
ethnologie; système scolaire; école; relation parents-école; petite ville; discrimination sociale; observation; Espagne

This research forms part of a broader project to analyse the interdependence of the formal educational process and the environment in which it takes place, from an anthropological perspective. The aims is to study the educational system and the acculturation process of pupils in a small town which is receiving a great amount of rural immigration.

The following variables are describes: geographic and socio-economic background of the town, educational institutions (number of pupils and teachers, parent-school relationship, educational objectives, social origin of pupils, cost, absenteeism and droupouts). Behaviour values and standards of all those involved in the educational process were also taken into consideration.

All educational institutions (four public schools, six private schools, one secondary school, two seminaries and one vocational training centre) as well as some day-nurseries were included in the study of a town with a population of 29.000 inhabitants.

The description is based on continued observation supplemented with statistical and other relevent data, interviews, informal contacts with teachers, parents and pupils, and analysis of pupils' compositions.

Apart from permitting a review of the educational situation in Plasencia, the main findings are: Parents see no future in rural life and consider that education is the only means of social promotion for their children; they choose the school according to their social status or that they are aspiring to; the class structure of the different schools reinforces social discrimination; the expectations of parents and pupils are frustrated by the lack of institutions of vocational training and higher education.

28. 538 Lofotprosjektet (The Lofoten Project)
NO O 1973-1977

Solstad, Karl Jan; Hogmo, Asle; Solberg, Bjørn; Tiller, Tom

Inst: Institutt for samfunnsvitenskap (Department of Social Science) Post Box 1040, N- 9000 Tromsø
University of Tromsø, N- 9000 Tromsø

Fin: The Norwegian Research Council for Science and the Humanities

basic education; community development; local community; rural area; rural development; rural school; primary school; lower secondary; teaching aids; curriculum
éducation de base; développement des collectivités; collectivité locale; zone rurale; développement rural; école rurale; école primaire; secondaire premier cycle; moyens d'enseignement; programme d'études

The project is based on the assumption that a higly centralized and standardized education is particularly out of harmony with communities which according to tradition, culture, communications and economy are most distant from the urbanized, industrialized and powerful parts of the country. The general aim of the project is to develop a school which as regards content and organization reflects the local community which it serves. The project has two research aims: - to gain insight into the interaction process between school and local community; - to study strategies and methods for developing locally based teaching.

Design and method: The innovation and research project attempts to implement a general model for social planning in curriculum development (generative planning, i.e. participant planning). Methodologically the project implies a progressive development towards (1) a non-technological system of teaching materials and instructional aids; (2) an evaluation strategy formative and summative) where several techniques are applied (a kind of triangulation of measurement processes).

Publications: Høgmo, A.M. & Solstad, K.G. (1974): 'Lofotprosjektet' Et opplegg for en skole tilpasset Lokalsamfunnet. In: Skolens Årbok 1974, pp. 4475-4494.
Høgmo, A.M. & Solstad, K.G. (1975): 'Lofotprosjekter' -intensjoner og utviklingsstrategi. Universitetet i Tromsø: Institutt for Samfunnsvitenskap (ISV), 204 p.
Tiller, T. (1976): Organisering av undervisning med lokal og regional stofftilgang. Erfaringer fra Lofotprosjektet. Tromsø: ISV, 52 p.
Solstad, K.G.; Solberg, B.; Høgmo, A.M.; Tiller, T. (1975): Lofoten - i går - i dag - i morgen. Om naturen. Trekk fravår historie. Naeringsliv og økonomi. Kulturliv. Bodø, 600 p. 4 vol.
Tiller, T. (1976): Arbeidet med lokalt laerestoff i ungdomsskolen. Tromsø: ISV, 1976, 202 p.

29. 539 Rødøyprosjektet (The Rødøy Project)
NO O 1976-1980

Solstad, Karl Jan; Tronvoll, Olav Kvikne; Høgmo, Asle; Eilertsen, Tor Vidar; Berk, Ernst; Nilsen, Elisabeth; Andreassen, Arne; Ulriksen, Ole

Inst: Skoledirektøren i Nordland (Director of Education in Nordland) N- 8000 Bodø
University of Tromsø (Department of Social Science), N- 9000 Tromsø

Fin: Ministry of Church and Education

basic education; community development; local community; rural school; primary school; lower secondary; rural area; rural development; interuniversity cooperation; organization of research; innovation; action research
éducation de base; développement des collectivités; collectivité locale; école rurale; école primaire; secondaire premier cycle; zone rurale; développement rural; coopération inter-universités; organisation de la recherche; innovation; recherche action

Aims: (1) To develop a basic education curriculum for rural areas with a scattered population and with schools organized in multi-aged classes. The content should as far as possible reflect the local community. (2) To gain experience in educational research and innovation where several institutions (i.e. central school authorities, local school councils, schools, teacher training colleges and universities) take part in successive planning and follow-up work.

Design: The research strategy may be described as participatory planning. This implies that no specific aims are pre-formulated.

Sample and methods: The project is a case study of one municipality (Rødøy kommune), including all 11 school districts which at the upper stage of compulsory education used to be centralized in one. Data will be based on participant observation, interviews and questionnaires in respect of teachers, parents and pupils, school records and tests. The developmental work will also focus on the design of teaching materials suitable for multi-age teaching and which stress local themes and problems.

30. 644 Factores sociales y rendimiento escolar. (Social factors and school achievement)
ES O 1975-1977

Perez Serrano, Gloria
Sup: Galino Carrillo, M. Angeles

Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences) Ciudad Universitaria, Madrid 3

Fin: Instituto Nacional de Ciencias de la Educacion

achievement; achievement motivation; intelligence; individual characteristics; pupil; primary education; cultural environment; social class; teacher-pupil relation; survey
rendement; motivation d'accomplissement; intelligence; caractéristique individuelle; élève; enseignement primaire; milieu culturel; classe sociale; relation maître-élève; enquête

The aim of this project is to analyse the extent to which the pupil's achievement is conditioned by social factors on the one hand, teachers' and parents' attitudes, and the socio-economic level, on the other, the intellectual capacity of each pupil.

The achievement of the pupils is related to the economic-cultural level and the vocational success of their parents, and at the same time, to the level of required teaching objectives and the teacher's perception of the pupil.

The sample taken from the Madrid area includes about 1.500 students in the 5th to 8th grade of primary education, stratified according to the socio-economic level of their district and according to the type of school (public or private).

The method used is the variance and correlation analysis of the data obtained from the survey.

31. 645 Igualdad de oportunidades en la educacion (Equal educational opportunities)
ES O 1975-

Martinez Lazaro, Ubaldo; Carabana, Julio; Garreta, Nuria; Rodriguez Salmones, Natalia

Inst: Instituto Nacional de Ciencias de la Educacion (National Institute of Educational Sciences), Ciudad Universitaria, Madrid 3

Fin: Instituto Nacional de Ciencias de la Educacion

equal opportunity; achievement; achievement measurement; intelligence; socio-economic status; primary education; post-secondary education; pupil
égalité de chances; rendement; mesure du rendement; intelligence; statut socio-économique; enseignement primaire; enseignement post-secondaire; élève

This study tries to analyse the social determinants of school achievement and its influence in the educational success; in other words, to identify the relevant variables in determining the success or failure in tests given in primary and post-secondary education.

Madrid and Guadalajara were the provinces chosen to be surveyed for this pilot study. The study consists of: interviews with head teachers, questionnaires to pupils in the 5th and 8th grades of primary and post-secondary education; intelligence and adjustment tests; standardized achievement tests. This information is supplemented with interviews of sub-sample pupils, teachers and the pupils' parents.

Assuming that the selected variables (physical, psychological and family, etc.) affect school achievement, each variable was weighed separately in order to explain which ones were the most relevant and which play a secondary role.

The sample was taken at random, from a population composed of all primary and post-secondary schools in the Madrid and Guadalajara provinces: fifty schools according to the characteristics: rural/urban, public/private, denominational/non-denominational; 500 pupils proportionally selected from the 5th and 8th grades of primary and post-secondary education; 150 teachers of mathematics or languages; 500 of the pupils' parents.

Direct data were gathered by means of questionnaires, personal interviews and tests. Indirect data were obtained from studies on the same subject and from local authorities.

32. 665 Samspelet mellan skola och hem. Former för kontakt mellan lärare, föräldrar och elever i grundskolan (Interplay between school and home. Forms of contact between teachers, parents and pupils in comprehensive school)
SE C 1973-1976

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Fin: Allmänna Barnhuset; The National Board of Education

parent-teacher relation; parent-pupil relation; teacher-pupil relation; parent-school relation relation parents-enseignants; relation parents-élève; relation maître-élève; relation parents-école

Aims: To examine the forms and occurrence of co-operation between school and home in order to show which ways of establishing contact are being used and who are using them; to examine the opinions about existing ways of establishing contact and find out wishes for partnership.

Methods : Three questionnaires were constructed, one for each group : parents, teachers and pupils. All parents (3,284), all teachers (246) and all pupils in grades 3-9 (2,479) in the municipality of Eslöv were given a questionnaire. Return rates were high : parents 90 per cent, pupils 89 per cent and teachers 66 per cent (class consultants 75 per cent). The results were examined in relation to the regulations for the comprehensive school, to recommendations and directions from the National Board of Education and to measures proposed by the Government Commission and Government Bill concerning work within schools (SIA).

Results: On several points, the co-operation between school and home corresponded neither to the school regulations nor to the wishes of many parents, teachers and pupils. Most parents have some contact with school, but pupils seldom take part in the home-school co-operation, although they have a strong wish to do so. Parents with no school contacts are more often found in groups with children in high grades and in classes receiving special instruction as well as in groups with a low level of education and speaking a foreign language. Teachers without a class of their own were less content with the relationship between home and school than class teachers and class consultants.

Publications: Niléhn, K. Ett klassmöte kan se ut hur som helst. Pedagogiska Meddelanden från Skolöverstyrelsen, 7, 1975.
Niléhn, K. Samspelet mellan skola och hem. Former för kontakt mellan lärare, föräldrar och elever i grundskolan. Stockholm: Bonniers, 1976.

33. 669 Stratégies éducatives saisies au niveau de l'enseignement professionnel court
FR O 1975-1978

Battegay, Alain; Bonniel, Jacques; Martin, Robert; Vincent, Guy; Bernard, Régis; Honoré, Serge; Du Ponget de Nadaille, Bruno
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Université de Lyon II, 86, rue Pasteur 69007 Lyon.

Fin: C.N.R.S. (A.T.P.)

educational guidance; vocational education; family environment; social environment; candidate; survey
orientation pédagogique; enseignement professionnel; milieu familial; milieu social; candidat; enquête

Origine et buts: Essayer de rendre compte globalement des différents déterminants de l'orientation scolaire.

Plan de recherche: Observer puis théoriser les processus d'orientation face à l'enseignement professionnel court.

Hypothèses: Les processus d orientation manifestent des comportements familiaux dont certaines formes constituent de véritables stratégies et qui définissent des groupes sociaux, non pas en tant que tels, mais dans les rapports qu'ils entretiennent entre eux, avec l'environnement socio-économique, avec l'institution scolaire.

Echantillon: Les candidats à l'entrée dans l'enseignement professionnel court dans les départements du Rhône et de l'Ain.

Méthode: Enquête extensive sur les candidatures. Observation des demandes d'orientation. Entretiens avec des parents de candidats.

Publications: Bernard, Régis, L'entrée au C.E.T. Lyon: Centre de Sociologie de l'Education, 1975, 61 p.

34. 709 Milieu familial et école maternelle : a) étude sociologique de la genèse des échecs scolaires; b) la clientèle de l'école maternelle
FR O 1976

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Fin: Ministère de l'Education.

social origin; family environment; pre-school child; individual psychology; learning difficulty; failure; nursery school; follow-up study
origine sociale; milieu familial; enfant d'âge pre-scholaire; psychologie individuelle; trouble de l'apprentissage; échec; école maternelle; étude longitudinale

Le but de cette recherche est d'évaluer les rôles respectifs des troubles et des difficultés individuelles des enfants et des caractéristiques socio-économiques et culturelles de leurs familles dans la genèse des difficultés et des échecs scolaires.

Plan de recherche: 1. Mise au point d'un questionnaire destiné aux parents des enfants sélectionnés pour la recherche. 2. Repérage des enfants 'signalés' par les maîtres en maternelle. 3. Programmation. Codage. Exploitation des données par traitement sur ordinateur. Observation longitudinale des devenirs dans le primaire.

Hypothèse: L'origine sociale de l'enfant jouerait un rôle plus déterminant que les caractéristiques psychologiques individuelles (repérées par le signalement des maîtres et l'observation des psychologues) dans la genèse des difficultés scolaires.

Echantillon et méthodes: Une enquête longitudinale a été effectuée sur une population de 1238 enfants d'une école maternelle, représentatifs de la ventilation socio-professionnelle des familles de Paris et de la région parisienne. Exploitation des données socio-économiques et culturelles fournies par les questionnaires et des données scolaires (signalement, devenir, redoublement).

Publications: Vial, Monique; Stambak, Mira; Burguière, Evelyne. Caractéristiques psychologiques individuelles, origine sociale et échec scolaire. In: Recherches pédagogiques, I.N.R.D.P., 1974/68, 40p.
Zoberman, N.; Plaisance, Eric; Burguière, Evelyne. L'école maternelle - pour quoi faire. In: Recherches pédagogiques., I.N.R.D.P., 1974/68, 19p.
Burguière, Evelyne. L'école maternelle et le devenir scolaire. In : Education enfantine, 1975/5, 4p.
Burguière, Evelyne; Platone, Françoise; Vial, Monique. Déjà une sélection. In: Education, 1975/233, 4p.
Burguière, Evelyne. L'école maternelle et la prévention des difficultés scolaires. In: Education enfantine, 1976/6, 4p.

35. 715 Ung i Kautokeino. (Young people in Kautokeino.)
NO O 1973-1976

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Fin: The Norwegian Research Council for Science and the Humanities, Governmental Committee for Youth.

youth policy; youth welfare; rural youth; youth attitude; rural environment; local community; bilingualism; ethnic group; ethnic minority; survey
politique de la jeunesse; aide à la jeunesse; jeunesse rurale; attitude de la jeunesse; milieu rural; collectivité locale; bilinguisme; groupe ethnique; minorité ethnique; enquête

The aims of the project are to analyse the social situation of young people in a bilingual district with different ethnic groups and to propose activities in the local community to improve the situation.

Sample: A sample of 220, aged 15-25.

Methods: Personal interview and participatory observation, along with statistical data from the local community and the Central Bureau of Statistics. Mailed questionnaires to key persons in the community.

36. 721 La educacion y el medio desde una perspectiva antropoligica: situacion de la ensenanza en la comarca de Pallars Sobira (Lerida). (The teaching situation in the Pallars Sobira (Lerida) county).
ES C 1975-1976

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Inst: Universidad Complutense de Madrid. Facultad de Ciencias Politicas.

Fin: Instituto Nacional de Ciencias de la Educacion.

school system; rural school; observation; rural area; ethnology; parent-school relation; teacher; value system; teaching practice; society; Spain
système scolaire; école rurale; observation; zone rurale; ethnologie; relation parents-école; enseignant; système de valeurs; pratique pédagogique; société; Espagne.

This study forms parts of a project aimed at analysing, from an anthropological perspective, the inter-dependence of the educational process and the environment in which it takes place. The aim of this research is to analyse the teaching situation in an isolated rural area and to verify the extent to which the school is a support for the community, a means of social promotion, and at the same time generates conflicts and curbs change.

The study consists of a geographical and socio-économic description of the county; an analysis of the school's role in the community; a description of the school concentration process and the educational system of the provincial capital; and the behaviour values and standards of teachers, parents and pupils in relation to education.

Personal interviews were carried out with parents, all teachers and 30 pupils of the 3rd, 6th and 7th grades of primary and secondary schools in all the 37 municipalities that form this region of 6,000 inhabitants.

Method: Participant observation supplemented with interviews, analysis of existing and newly gathered data, and analysis of compositions and comments written by pupils.

In this isolated rural area, which is becoming depopulated, the school is a symbol of community permanence. The school concentration in the provincial capital, therefore, is strongly resisted by the villagers, although the pupils receive here a more complete education in spite of the precarious condition of the educational institutions. The rural schools limit themselves to provide teaching and do not act as a cultural support for the villages. The lack of communication and différence in values between parents and teachers are the source of tensions and conflicts.

37. 722 La educacion y el medio desde una perspectiva antropologica. El poligono de la Cartuja de Granada: el sistema escolar y sus problemas. (Education and environment from an anthropological perspective: the suburb of the Cartuja of Granada: the educational system and its problems).
ES C 1975-1976

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Fin: Instituto Nacional de Ciencias de la Educacion.

observation; school; parent-school relation; school system; ethnic relation; teacher-pupil relation; deprived; ethnology; society; Spain
observation; école; relation parents-école; système scolaire; relations ethniques; relation maître-élève; défavorisé; ethnologie; société; Espagne.

This research forms part of a project aimed at analysing, from an anthropological perspective, the interdependence of the educational process and the environment in which it takes place. The aim of this study is to describe the school system and its problems in a typical low-income suburb and to analyse the interaction of all of its components, especially the role the family plays in the education of its children.

The study consists of a description of the geographical and socio-economic background of the school system in the suburb, and an analysis of the principal educational problems as seen from the parents' and teachers' viewpoints.

The area studied was a suburb of 30,000 inhabitants. The seven educational institutions and the three day-nurseries existing are described along with interviews of teachers, principals, parents, priests, students and representatives of the educational administration.

The participation - observation method was followed, combined with interviews, conversations and informal contacts, as well as the utilization of existing data and literature for the description of the background.

The suburb has not enough school facilities. The educational system does not socialize nor integrate adequately its pupils, especially in the case of gypsy children or those in an extremely low economic level, due to the conflict of values and to the lack of communication between parents and teachers.

38. 723 La ensenanza en Ciudad Rodrigo. (Education and environment from an anthropological perspective: the teaching at Ciudad Rodrigo.)
ES C 1975-1976

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Fin: Instituto Nacional de Ciencias de la Education.

ethnology; observation; school system; small town; teacher-pupil relation; parent-school relation; society; acculturation; Spain
ethnologie; observation; système scolaire; petite ville; relation maître-élève; relation parent-école; société; acculturation; Espagne.

This research forms part of a project to analyse from an anthropological perspective, the interdependence of the educational process and the environment in which it takes place. The aim is to study the interrelation between the acculturation process of pupils and the urban morphology, the habitat, and the social structure of a small town comprising both rural and industrial elements.

The study describes the geographical and socio-economic background of the community along with the educational system problems from teachers' and pupils' view points, and the influence of education in social values.

Data were collected from three secondary schools (private-religious, public and vocational training), three public primary schools and one day-nursery.

The method of analysis followed was that of observation, supplemented with interviews, surveys and other existing data.

Apart from giving a general view of the teaching situation, it was confirmed that the educational system does not succeed in adapting adequately students of rural origin nor overcome the differences among social classes. It was also found that the majority of the teaching staff tends to limit itself to providing a formal education; it does not promote activities that go beyond formal teaching.

39. 727 Faktorer som betingar olikheter i utbildningsresultat - Statistiska metod-studier på internationnella tvärsnittsdata. (Factors leading to differences in educational customs - a study of statistical methods using international cross-sectional data.)
SE O 1975-1977

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Sup: Húsén, Torsten; Jöreskog, K.G.

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University of Stockholm, Fack, S-104 05 Stockholm, University of Uppsala, Fack, S-751 20 Uppsala.

Fin: The Social Science Research Council.

statistical analysis; statistical model; comparative education; social influence
analyse statistique; modèle statistique; éducation comparée; influence sociale

The purpose of the project is, on the basis of current sociological and pedagogical issues which can be illuminated using the IEA data,
(1) to evaluate the instruments from the IEA six-subject survey and test different methods for the development of valid scales;
(2) to condense the material by taking into account how the measures operated in the different countries, and to structure the materials so that schools with similar recruitment, organization and environments are grouped so as to improve opportunities for international comparisons and systematic study of methods, and
(3) to test alternative statistical methods for studying the correlations and causal relations taking account of different selection mechanisms, the hierarchical structure of the data, and the scale level of the relevant variables.

IEA six-subjects study's samples include approximately 250,000 students, 50,000 teachers and 10,000 schools.

Methods: The evaluation and construction of scales will be concentrated on variables covering the school learning conditions, teaching processes, and the students' home background. The number of working class children in the schools constitutes a basis for distinguishing schools with different recruitment. This information, together with information on type of programme and different criteria for selection into the schools will be used for partitioning the IEA schools into groups. Such a partitioning enables the study of which factors explain the differences in attitudes toward school and scholastic outcomes, taking into account school organization and recruitment. For the study of correlations and causal relations on the between-student level it is important to separate the analyses so they are carried out on material in which there is reason to believe that the same causal structure exists. The study of interrelationships will use path analysis, but attempts will be made also using factor analytic structure models (LISREL models).

Results: Testing of alternative statistical methods for the study of correlations and causal relations in order to enable the identification and description of the factors leading to differences in educational outcomes in different countries, schools and students.

Publications: Lindén, Lena. Modifierad korrektion för gissning vid objektiva test. (Modified correction for guessing with objective tests). Forskningsrapport nr 76-3. Statistiska institutionen, Uppsala universitet, 1976. Lindén, Lena. Metodstudier av ett internationellt ordkunskapsprov - förbättringar av jämförbarheten mellan länder och språkgrupper. Forskningsrapport nr 76-4. Statistiska institutionen Uppsala universitet. 1976.

40. 237 Utbildning och samhällets organisation och utveckling. (Education and the organization and development of society.)
SE O 1975-1978

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Fin: The Bank of Sweden Tercentenary Fund.

system of education; history of education; historical method; compulsory education; geographic location; school distribution; migration; mass education
système d'enseignement; histoire de l'éducation; méthode historique; enseignement obligatoire; localisation géographique; carte scolaire; migration; éducation de masse

Aims: The three parts of the project aim at: a description of the growth of school attendance at local level, from the establishment of compulsory primary schools until the attainment of full school attendance; an explanation of the apparent differences in family decisions regarding school attendance. - studying the altered and expanded recruitment to higher voluntary educational systems during 1940-1960. - describing and explaining the role of education in the selection by individuals of a profession and place of residence starting at local level with a systematic sample of people born between 1830 and 1850.

Methods: Geographic-statistical analysis of data, recorded in church registers population registers, school registers and maps. - Geographic-statistical analysis of data from the above mentioned sources and from interviews with the population under study. - Geographic-statistical analysis of longitudinal data from church registers, population registers, school registers, tax rolls and finally, individual interviews and enquiries (those born after 1920).

Results: Preliminary results have been published in 1976 in Kulturgeografiskt seminarium.

Publications: Gerger, Torvald & Hoppe, Göran. Utbildning och samhällets organisation och utveckling. Allmänt synsätt, syfte och undersökningsuppläggning. Kulturgeografiskt seminarium nr. 2/76 70p. Fogelvik, Stefan & Hoppe, Göran. Lägesbestämning av boställen-Locknevi 1846-1850. Kulturgeografiskt seminarium nr. 3/76 50p.